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ABSTRACT

A survey of a sample of 141 of the 423 academic and public libraries, information centers, and media centers in its operating area was conducted by the Southeastern Pennsylvania Area Continuing Education (SPACE) Council to identify library continuing education priorities for both professional and nonprofessional staff. Questionnaires were sent to one librarian, one paraprofessional, one trustee, and one volunteer from each institution. An analysis of the responses indicates that librarians from all type of libraries considered continuing library education important, but felt that their needs were not being met by current programs. The continuing education courses deemed most useful by this group were those concerned with executive, personnel, and management skills. For the paraprofessional library workers surveyed, the development of people skills (public service abilities) was the priority in continuing education. Questions about scheduling, format, and location of continuing education programs revealed that all of these factors have an effect on attendance rates, with distance and meeting times the principal deterrents to participation. A list of SPACE Council members and a copy of the survey questionnaire are appended. (JL)

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Library Continuing Education
in South Central Pennsylvania:
The SPACE Council Needs Assessment

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James Hollinger

Southcentral Pennsylvania Area Continuing
Education Council
July, 1981

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Introduction

The needs which brought about this report are not limited to southcentral Pennsylvania or to the Commonwealth as a whole. In fact, they are national and arise from changes in the library, media and information community throughout the United States. Some of the most basic of these changes include:

- . the small number of newly trained professionals entering the field removes a traditional source of new knowledge.
- . the growing tendency to develop careers in one location, rather than changing employers, removes a second source of innovation.
- . the rapid development of technology makes incumbent constant learning and training.
- . the concentration of innovation in urban areas makes it necessary to travel from or import new knowledge to areas like southcentral Pennsylvania.
- . constant or declining support for library, media and information services make it necessary to pool continuing education resources for maximum effectiveness.

These changes -- and many others -- brought about the establishment of a national organization, the Continuing Library Education Network and Exchange or CLENE, in the early 1970's. This report owes a great deal to their work and the work of others throughout the country.¹

Pennsylvania completed a systematic plan for library continuing education needs in 1979 funded by the Library Services and Construction Act. The plan calls for the development and coordination of a continuing education program for the purpose of improving library, media and information services to Pennsylvania residents and developing the full potential of personnel throughout the Commonwealth. To encourage local participation and acceptance, the plan includes the development of regional continuing education councils.

The specific role of the councils is to systematically determine continuing education priorities in their region for those needs which are identified by more than one type of library or library/media/information clientele and to negotiate with appropriate providers to deliver the necessary programs.²

The State Library of Pennsylvania began implementation of the continuing education plan in 1980. Jane Richter was hired as Coordinator and, along with many other activities, requests for proposals were issued for the establishment for regional councils.

The SPACE Council or Southcentral Pennsylvania Area Continuing Education Council was formed in 1981 as the result of a successful application for a regional council grant. Membership in the SPACE Council is representative of all types of libraries and all levels of library employment (Appendix 1). Its first major task is the assessment of library continuing education priorities in southcentral Pennsylvania. This study reports the findings of that needs assessment. There is little that is truly new, but much of what we expected, and much more.

Assessing SPACE Needs

This study was conducted to determine how important professionals and other library workers consider library education, the extent to which they feel their continuing education needs are being met, and the directions they would like to see for library continuing education in Southcentral Pennsylvania. Continuing education was defined as any learning experience that could improve job performance or advancement. A professional was considered anyone performing professional duties, regardless of education. Other library workers included paraprofessionals, volunteers and trustees.

The SPACE Council was able to identify 423 libraries, information centers and media centers in Southcentral Pennsylvania. For the first phase of the study, one out of every three of these -- or 141 libraries -- were systematically selected to participate in a mail survey. Each library received four questionnaires: one for

the librarian; one for a paraprofessional; one for a trustee or member of an advisory committee; and one for a volunteer. (Appendix 2)

Responses by type of personnel are indicated in Figure One.³ Forty percent of the librarians who were surveyed responded to the questionnaire -- a good response for a mail survey. Response levels in other categories was not as high, due in part to a lack of one or more of these types of people in some of the libraries, and these responses have been combined in the subsequent analysis.

Figure One

Response By Type of Personnel

Type		
Librarians	141	56 (40%)
Paraprofessionals	141	14 (09%)
Trustees	141	5 (03%)
Volunteers	141	5 (03%)

Responses by type of library also varies with public libraries returning 24 percent, academic libraries 16 percent, schools 12 percent and special libraries 11 percent of their questionnaires. This difference in response rate leave in encourages the assessment of questionnaire items by type of library and this is done where appropriate.⁴ At this point, some readers may be tempted to distrust the results of this survey because of the low response rate. However, the population was consciously oversampled on the assumption of a modest response and, in fact, accepted sampling criteria indicate that the population response to any question will fall within two percent of the indicated value of any question about 95 percent of the time. This degree of accuracy is adequate for SPACE Council planning purposes.

The sample is composed of libraries rather than individuals, so the statistics in this report are given as percentages of libraries. For example, if a response is 50 percent it indicates that other library workers from 50 percent of the libraries

responded in a certain way, rather 50 percent of other library workers.

The findings in the following sections represent both responses from the survey and the assessments of SPACE Council members representing all types of libraries and all levels of library work. This dual form of input not only increases the validity of the needs assessment, it also improves readability by providing narrative insights and issue clarification.

Responses from Professionals

The survey clearly demonstrates that area librarians consider continuing education to be important. Some 73.3 percent of special librarians, 52.6 percent of school librarians, 47.6 percent of public librarians and 42.9 percent of academic librarians consider continuing education to be very important. The high figure for special libraries may reflect organizational reward and retention systems as well as the active continuing education programs of the American Society for Information Science, the Medical Library Association and the Special Libraries Association. The high figure for school libraries may reflect the immediate need to attain certification and the continuing need for salary improvement. Only 3.7 percent of the respondents do not consider continuing education important.

Librarians from all types of libraries (55.4%) agree that their continuing education needs are being met less than adequately. The most common reasons for this dissatisfaction are: distance (57.1%), subjects (39.3%) and inconvenient times (33.9%). The three items are related in that most professional level continuing library education currently takes place in Philadelphia or Pittsburgh making it both inconvenient and expensive to travel and attend in one day. Thus one would only attend "critical" sessions. The SPACE Council feels the distance factor can be solved by providing continuing education opportunities within the region, at most 40 or 50 miles from one's place of employment. This in turn might make subjects more interesting

and times more convenient.

As mentioned earlier, continuing education is important both for professional advancement and job performance. While 17 percent of the professionals feel that continuing education has greatly improved their job performance, 62.3 percent feel it has only somewhat improved their ability on the job. When compared with the higher figures for perceived importance of continuing education, it is clear that continuing education has the dual role of improving performance and creating competencies for advancement.

When assessed by type of library, two groups, academic (33.4%) and school librarians (36.4%) feel that continuing education provides little or no performance improvement. After discussion, the Council feels it can not identify any reasons for the low response from academic librarians. It does feel, however, that school librarians may be registering a negative attitude towards the inappropriate subject matter vis-à-vis school librarians presented at most in service days.

Professionals report significant support for continuing education with 64.3 percent receiving time off with pay, 53.5 percent travel costs and 51.8 percent expenses. In fact, only 10.7 percent report no support at all. Only school librarians indicate some difference in the pattern of support with fewer receiving direct financial support and more receiving promotion incentives.

Librarians attend an average of 1.6 continuing education activities a year - not a high figure when compared with other professionals. When compared with the responses for perceived adequacy, distance, and support, one can surmise that librarians may become more active in continuing education when more is available within the region. Local availability will permit more participation with the same commitment of funding and time.

Information about continuing education is another need of librarians. Most (64.8%)

rank information as only somewhat available. School librarians especially (27.8% mostly unavailable) report a lack of information. The Council believes this may be due to an internal failure of school districts to route information on library continuing education opportunities. Access to information will need to be addressed in the Council's program.

Respondents were asked to identify content for continuing education in two ways. First, they were given six broad subject groups and asked to identify specific topics within each group that they would, would not, or are not sure they would attend. Figure two indicates the average number of "would attend" responses given by librarians for topics with each group.

Figure Two

Rank Order "Would Attend" Responses By Group: Professionals

Group	Mean Response	r = 56
Executive Skills	22.2	
People Skills	20.2	
Management Skills	19.6	
New Technologies	19.3	
Library Skills	18.5	
Clerical Skills	11.1	

Professionals give executive skills their highest average ranking. Most important, they feel, are planning, budgeting, public relations, and evaluating. Grants development and library law score lower, but remain high in comparison to responses within other groups. Intellectual freedom and lobbying received a low response. Either professionals are fully trained in these subjects, or, more likely, perceive little hope for these topics in the current social climate. The strong interest in executive skills is supported across all types of libraries.

Broad support across library types is also indicated for some of the people skills.

Professionals want additional training in questioning and interviewing skills, conflict resolution, and effective communication. Public and school librarians want help in organizing volunteers. School librarians want to know more about teaching and demonstrating skills. Group process and speaking drew low responses.

The third group of topics drawing broad support across types of libraries is management skills. Respondents want to learn more about time management, alternative administrative styles and supervision. They have modest interests in managing by objectives, statistics and women in management. Systems analysis, scientific management and reward systems draw few proponents.

New technologies drew different responses depending on the type of library represented by the respondent. Public librarians want to know more about microcomputers and online circulation systems. Academic librarians want to know more about these topics and online bibliographic databases. Special librarians are interested in all new technologies except cable television. School librarians give one of their highest ratings to video and have a lesser, but substantial interest in cable television, microcomputers, databases and circulation systems. Combining these interests it would seem that continuing education on microcomputers, databases and circulation systems might draw reasonable, if incomplete, representation across types of libraries.

Professionals of all types of libraries ranked only two library skills topics highly -- reference services and book selection/collection development. Most other topics tended to draw only one or two types of librarians. Adult and childrens services were popular among librarians. Special librarians requested continuing education on cataloging and indexing. School librarians indicated a strong interest in all audiovisual topics and curriculum development. Given the few intertype interests in library skills, the SPACE Council may want to eschew most library skills training

except book selection and reference.

Not surprisingly, few professionals are interested in clerical skills. Mending was the only topic attracting a modest degree of interest from all types of libraries. In addition, school librarians express interest in the care of audiovisual materials and equipment. Special librarians would like to learn more about word processing.

To determine if there is any consensus or continuing education priorities, professionals were asked to identify four topics which they felt were most crucial. The response was rather broad, but five topics received high ratings: (1) book selection and collection development; (2) time management; (3) planning; (4) microcomputers and (5) on-line bibliographic databases. As we have already learned, these topics, with the partial exception of online databases, are of interest across all types of libraries. Further, continuing education opportunities exist for each of these topics. The SPACE Council task will be to coordinate their presentation in the Southcentral Pennsylvania area.

Responses from Other Library Workers

Other library workers were also surveyed, using the same instrument, to determine their continuing education needs. Given the low response rate, it is not appropriate to report differences by type of library except to say they tended to be similar to professional responses. The majority of other library workers (50.0%) consider continuing education to be very important. They feel their needs are being met less than adequately (58.3%). The principal reasons for this dissatisfaction are: distance (45.8%); inconvenient times (29.1%); subjects (25.0%); and poor quality of instruction (25.0%). Some 62.5 percent feel that continuing education has greatly or somewhat improved job performance. Thus in terms of importance, availability and effectiveness, professionals and other library workers indicate similar opinions.

Library workers, other than professionals, receive only limited support for continuing education. Almost a third (29.1%) report no support at all. Another 33.3 percent receive expenses and 25.0 percent report leave without pay. Given this picture, the SPACE Council should expect a low level of participation from at least half the other library workers in Southcentral Pennsylvania. Given the comparatively large number of other library workers, however, a fifty percent participation rate may be adequate to conduct continuing education programs.

Other library workers participate in fewer continuing education activities, averaging only .53 continuing education experiences a year. The low participation rate certainly suggests room for growth. Unlike their professional co-workers, 75.0 percent do not find continuing education information to be readily available.

When identifying their content needs, other library workers tend towards the practical. Figure three indicates the average number of "would attend" responses for topics by group.

Figure Three

Rank Order "Would Attend" Responses By Group: Others

Group	Mean Response	r = 24
People Skills	10.1	
Library Skills	8.6	
New Technologies	7.5	
Executive Skills	6.7	
Clerical Skills	6.2	
Management Skills	5.6	

People skills attain the highest average rating by other library workers.

Effective communication receives the highest rating, followed by conflict resolution, speaking and demonstrating skills. The high rankings presumably reflect the large proportion of public service provided by other library workers. These topics also received high rankings from librarians.

Library skills are also considered important. Reference service is considered the largest need followed by cataloging, interlibrary loan, and audiovisual services. The comparatively high interest in library service may be due to the short tenure of other library workers. Unlike professionals, they have neither the experience nor formal training.

Other library workers have broad interests in new technologies. Automated circulation systems and microcomputers are the topics of highest interest.

Three topics - public relations, planning and budgeting -- received the highest rankings among the executive skills. This matches the professional responses as well.

Other library workers have broad interests in clerical skills. About a third of other library workers would attend continuing education experiences on clerical skills. Especially important are mending, ordering and word processing.

While management skills are not terribly important, other library workers would attend continuing education experiences dealing with time management and supervision.

When asked to rank topics, other library workers indicate highest interest in library skills and specifically: (1) reference services; (2) book selection and collection development; (3) childrens services; and (4) cataloging. One of these, book selection and collection development, is shared with the professional ranking.

Information for Continuing Education Suppliers

The SPACE Council survey also collected information about the respondents, their experience with continuing education and their environmental suggestions for continuing education. Both professionals and other library workers have more education than the national norm and little difference is seen by type of library. Professionals have either a bachelors (28.6%) or masters degree (67.9%). Other library workers have, on average, two years of college. With 14 to 17 years of education, all library personnel

will be both eager and critical continuing education consumers. The high level of education attained by other library workers suggests the possibility of programs for both professionals and others.

One of the more interesting facts to arise from this study is that professionals in all types of libraries have a great deal more library experience than other library workers. The typical professional has at least ten years experience while the majority of other workers have been in libraries for three years or less. The brief experience of other library workers may be partially responsible for their high interest in library skills.

Professionals tend to work full-time while other library workers work a median schedule of 22 hours each week. The part-time nature of other library jobs may further limit continuing education participation of people in this category.

The largest provider of continuing education is professional associations (47 attendances). The local library, intermediate unit, district library center (27), state library (15) and higher education (13) follow in frequency. Local library intermediate units and district library centers are used only by school and public libraries. Professional organizations, the state library and higher education are all used by two or more types of libraries.

Respondents were asked eight questions regarding their environmental preferences for continuing education. Many professionals (53.7%) and other library workers (41.7%) did not feel that credit was essential. Public and special libraries, especially, feel little need for credit. Nonetheless, enough did want credit for college (13.0/4.2%), for job advancement (24.1/37.5%) or certification (9.3/16.7%) to encourage the development of a recognition system where credit is not granted by the supplier.

Most professionals prefer continuing education activities scheduled after 5 p.m. (67.9%) and the second most popular time is during the day (48.2%). Other library workers prefer daytime learning (62.5%) or after five (45.8%). There were also differences by type of library, with most school libraries desiring evening instruction and most academic and public libraries requesting instruction during the day. Weekends or vacations are not considered appropriate times for library continuing education. Given the diversity of desired schedules, providers will have to closely coordinate schedules with content and target groups to achieve maximum attendance.

Given the desire for weekday continuing education, the reader will not be surprised to learn that most professionals and other library workers desire continuing education during the fall (64.3/50.0%) and winter (41.0/50.0%). Only school libraries indicate a significant interest in summer courses. The emerging picture of evening and day experiences during the fall and winter may make it necessary to use short term courses and/or local providers to a large degree. An outsider may find it unfeasable to repeatedly commute to the area.

One day workshops (64.3/45.8%) and lecture demonstrations (42.8/33.3%) as well as evening workshops once a week (33.9/20.8%) were the most popular time formats. School libraries favored evenings, probably because of problems associated with daytime absences in a one or two person library.

Location will also have an effect on attendance although many professionals and other library workers will travel to adjacent communities. The most popular single location is Harrisburg (Figure 4) followed by Carlisle, Lancaster and York. Other library workers also expressed a modest interest in Lebanon.

Figure 4

Frequency of Preferred Location by Personnel Type

	<u>Professionals</u>	<u>Other</u>
Carlisle	22	8
Chambersburg	12	5
Gettysburg	16	3
Harrisburg	35	13
Lancaster	21	4
Lebanon	16	6
Shippensburg	15	5
York	22	5

On reflection the SPACE Council feels that some continuing education should be scheduled for two or three locations to assure maximum attendance.

All respondents agree (91.1/66.6%) that separately held workshops, seminars and discussion groups are the preferred pedagogy for continuing education. Live lecture demonstrations (80.0/50.0%), workshops at conferences (57.1/33.3%) and college courses (46.4/54.1%) were also strongly supported. Little difference was observed by type of library.

All library workers, including professionals, consider college campuses the ideal location for continuing education (71.4/54.1%). School buildings and work sites were also modestly recommended by both professionals and other library workers. Professionals also expressed a modest interest in hotel meeting rooms. School and public libraries expressed some desire for work related surroundings.

Continuing education providers must give librarians and other libraries a minimum of four weeks notice (78.9/83.4%). Eight weeks would be even more helpful, especially to school and public libraries.

Issues To Be Considered in SPACE Council Planning

The SPACE Council Needs Assessment has verified many of our opinions and introduced some new ideas about library continuing education in southcentral Pennsylvania. Some of the key issues facing the Council can now be described much more clearly:

The response rate indicates that enough people in southcentral Pennsylvania

are presently committed to continuing education to support an active program regionally. Other library workers and professionals may become more involved as information systems are improved and better local access provided.

- There are plenty of topics of interest to all types of libraries to fill SPACE Council programming for years. Further, current levels of attendance suggest a lack of local activity the SPACE Council is designed to fill.
- For professionals the problem is primarily one of providing local access to or replication of already existing continuing education programs.
- For other library workers the problem is more complex. They want basic people and library skills, but due to the lack of support and shorter working hours, extreme care in scheduling will be necessary to achieve maximum participation.
- The high educational attainments of all library workers means that all continuing education supported by the Council will have to be of the highest quality.
- A recognition system will have to be developed to meet the needs of that minority of participants who need some form of credit.
- Relations will have to be established with libraries, professional associations and college continuing education units if maximum effectiveness is to be achieved.

To paraphrase Neil Armstrong, the first man on the moon, this needs assessment is one small step for library continuing education, but one giant leap for area librarians. The SPACE Council is in orbit!

NOTES

- ¹Particularly helpful has been the work of the Oregon State Library and its report, "Where Do We Start? Library Continuing Education in Oregon" (Salem: Northwest Regional Laboratories, 1978) ED 158 746.
- ²Susan A. Cady., "Coordinating Continuing Education for Library/Media/Information Personnel: A Plan for Pennsylvania" (Harrisburg: State Library, 1979): 20.
- ³Data was analyzed using the Statistical Package for the Social Sciences. Printouts are available on request from the principal author.

SPACE (Southcentral Pennsylvania Area Continuing Education) COUNCIL

Members

July, 1981

(All phone numbers in 717 area code)

APPENDIX ONE

Barbara H. Bevan, Chief Librarian
York Hospital Library
1001 S. George St.
York, PA 17405 2 yrs.
771-2495 SPECIAL LIBRARY - MEDICAL

Kay Birula, Mgr. Tech. Info. Center
AMP, Inc., Box 3608, Res. Division
Harrisburg, PA 17105 1 year
780-8131 SPECIAL LIBRARY - INDUSTRIAL

Susan L. Bowser, Librarian
Elizabethtown Public Library
N. Hanover & Oak Sts.
Elizabethtown, PA 17022 1 year
367-7467 PUBLIC LIBRARY - SMALL

Robert Case, Director
Lancaster County Library
125 N. Duke St.
Lancaster, PA 17602 1 year
394-2651 PUBLIC LIBRARY - LARGE

Alice Devers, Consultant Librarian
York County Library System
1205 Williams Road
York, PA 17402 2 yrs.
757-9685 PUBLIC LIBRARY - SYSTEM

Beverly Fowler
703 Hilltop Drive
New Cumberland, PA 17070 1 year
774-1654 FRIENDS OF LIBRARIES

Eugene Hanson
Library Science Department
Shippensburg State College
Shippensburg, PA 17257 2 yrs.
532-1476 LIBRARY EDUCATOR

David R. Hoffman, Director
Library Services Division
State Library of PA
Box 1601, Room 203
Harrisburg, PA 17105 1 year
783-5968 STATE LIBRARY
(or Judy Foust 783-5983)

James L. Hollinger, District Consultant
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125 N. Duke St.
Lancaster, PA 17602 2 yrs.
394-2651 PUBLIC LIBRARY - DISTRICT
CONSULTANT

Christine Hopple
Lebanon Valley College Library
Annville, PA 17003 2 yrs.
867-4411 ext. 217 ACADEMIC LIBRARY -
SUPPORT STAFF

Patricia McAleer, Librarian
Red Land Senior High School
560 Fishing Creek Road
Lewisterry, PA 17339 1 year
938-6561 SCHOOL LIBRARIES

Priscilla Grace McFerren
Hanover Public Library
Library Place
Hanover, PA 17331 2 yrs.
632-5183 PUBLIC LIBRARY - MEDIUM SIZED

John Magaro
Library Science Department
Shippensburg State College
Shippensburg, PA 17257 2 yrs.
532-1472 SCHOOL LIBRARIES; PUBLIC LIBRARY
TRUSTEE

Ronald Miller
Lancaster-Lebanon Intermediate Unit
P.O. Box 248
Millersville, PA 17551 1 year
569-4856 INTERMEDIATE UNIT MEDIA PERSON

Molly Ritter
West Shore Public Library (Volunteer)
Camp Hill, PA 17011 2 yrs.
761-3900 - Library/761-3031 - Home PUBLIC
LIBRARY TRUSTEE; VOLUNTEER

Charles Townley
Penn State - Capitol Campus
Heindel Library
Middletown, PA 17057 2 yrs.
948-6079 ACADEMIC LIBRARY - PROFESSIONAL

Harold Yeager, Principal
James Buchanan Middle School
Tuscarora School District
Mercersburg, PA 17236 1 year
328-5221 PUBLIC SCHOOL ADMINISTRATOR

Jane E. Richter
Continuing Education Coordinator
State Library of Pennsylvania
Box 1601
Harrisburg, PA 17105
783-5747 EX-OFFICIO

APPENDIX TWO

Southcentral Pennsylvania Area Continuing Education Council
SPACE Council Library Continuing Education Questionnaire

1. How important is library continuing education to you? (check one):

- ☐ very important
☐ somewhat important
☐ not important

2. Do you feel that your library continuing education needs are being met? (check one):

- ☐ very well
☐ adequately
☐ less than adequately

3. If you are not satisfied with the currently available library continuing education opportunities available to you, why not? (check as many as apply):

- ☐ subjects you are interested in are not offered
☐ times offered are not convenient
☐ offered at too great a distance
☐ too expensive
☐ quality of instruction is poor
☐ other (describe): _____

4. Do you prefer to take continuing education (check one):

- ☐ for college credit only
☐ for credit toward job advancement
☐ for credit toward certification
☐ credit is not essential

5. Do you prefer to take continuing education (check as many as apply):

- ☐ in the evening (after 5 p.m.)
☐ during the day (between 8 a.m. and 5 p.m.)
☐ on weekends
☐ during vacations

6. Which times are best for you to participate in continuing education experiences?
(check as many as apply):

- ☐ September-November
☐ January-March
☐ April-May
☐ June-July
☐ July-August
☐ Other (describe) _____

7. Which of the following time formats do you prefer? (enter as many letters as are appropriate for each):

☐ workshops, seminars, discussion groups
☐ lecture demonstrations
☐ apprenticeship or internship

a - less than one day
b - one day
c - two days
d - one week
e - evening, once weekly for a period of time
f - evening, twice weekly for a period of time
g - one weekend
h - two weekends

8. Which of the following areas do you consider convenient locations for continuing education experiences? (check as many as apply):

☐ Carlisle	☐ Lancaster
☐ Chambersburg	☐ Lebanon
☐ Gettysburg	☐ Shippensburg
☐ Harrisburg	☐ York
☐ other (list): _____	

9. How do you prefer to improve your library related skills? (check as many as apply):

☐ live lecture demonstration
☐ lecture via audiotape or radio
☐ TV or film lecture demonstration
☐ workshops, seminars and discussion groups (separately held)
☐ workshops, seminars and discussion groups (as part of a conference)
☐ apprenticeship or internship (long-term)
☐ articles, books and reports
☐ programmed learning
☐ college courses
☐ correspondence courses
☐ other (describe) _____

10. Which surroundings do you prefer for learning in groups? (check as many as apply):

☐ work
☐ hotel or motel meeting room
☐ isolated conference center
☐ college classroom or laboratory
☐ school classroom or laboratory
☐ other (describe) _____

11. What kind of support does your employer provide for your continuing education participation? (check as many as apply):

☐ travel
☐ expenses
☐ time off with pay
☐ time off without pay
☐ pay incentive
☐ promotion
☐ other (describe): _____
☐ none

12. How many continuing education experiences have you had in the last two years, including workshops, seminars, college courses, etc? (inside your library or elsewhere):

____ (give number)

13. What groups or institutions offered the continuing education experiences you have in the last two years (give numbers):

☐ commercial vendors (eg. A J Seminars, BRS, etc.)
☐ higher education
☐ your library, school district, intermediate unit, district library center
☐ state library
☐ professional organization
☐ consortia and cooperatives
☐ private consultants
☐ federal
☐ other (describe): _____

- *14. What continuing education would you take to improve your library skills? (check as many as apply):

Would	Not sure	Would not	
☐	☐	☐	book selection and collection development
☐	☐	☐	reference services
☐	☐	☐	adult services
☐	☐	☐	childrens services
☐	☐	☐	services for special groups (identify)
☐	☐	☐	cataloging
☐	☐	☐	indexing/abstracting
☐	☐	☐	rare books and preservation
☐	☐	☐	a/v materials and production
☐	☐	☐	a/v services
☐	☐	☐	bibliographic instruction
☐	☐	☐	interlibrary loan
☐	☐	☐	curriculum development
☐	☐	☐	periodicals
☐	☐	☐	other (describe): _____

- *15. What continuing education experiences would you take to improve your library management skills? (check as many as apply):

Would Not sure Would not

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

techniques for managing time and work
 managing by objectives
 systems analysis
 scientific management
 alternative administrative styles
 supervision
 statistics
 women in management
 reward systems
 other (describe): _____

- *16. What continuing education experiences would you take to improve your library executive skills? (check as many as apply):

Would Not sure Would not

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

planning
 budgeting
 public relations
 library law
 intellectual freedom
 lobbying
 evaluating
 grants development
 other (describe): _____

- *17. What continuing education experiences would you take to improve your library clerical skills? (check as many as apply):

Would Not sure Would not

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

typing
 filing
 shelving
 marking
 mending
 care of av materials
 care of av equipment
 bookkeeping
 ordering
 word processing
 other (describe): _____

- *18. What continuing education experiences would you take to improve your library skills in new technologies? (check as many as apply):

Would Not sure Would not

_____	_____	_____	video
_____	_____	_____	cable TV
_____	_____	_____	microcomputers
_____	_____	_____	on-line bibliographic databases
_____	_____	_____	automated circulation systems
_____	_____	_____	COM catalogs
_____	_____	_____	automated periodicals systems
_____	_____	_____	automated acquisitions systems
_____	_____	_____	other (describe): _____

- *19. What continuing education experiences would you take to improve your skills in working with people?

Would Not sure Would not

_____	_____	_____	questioning and interviewing skills
_____	_____	_____	conflict resolution
_____	_____	_____	effective communication
_____	_____	_____	speaking before groups
_____	_____	_____	group process
_____	_____	_____	teaching and demonstrating skills
_____	_____	_____	organizing volunteers
_____	_____	_____	other (describe): _____

20. From the previous six question groups (starred), select and list by number the four topics (eg 14d, 19e, etc.) that you feel are most crucial to the enhancement of your job performance over the next five years. List them in order of importance, entering the most important in space 1, etc.

1 2 3 4

21. Is the library with which you are associated a (check one):

☐ Public library
☐ Academic library
☐ Special library
☐ High school library
☐ Elementary school library
☐ Intermediate Unit
☐ State or federal library
☐ Other (describe): _____

22. Is your current role in your library as a (check one):

- ☐ manager
☐ paraprofessional (including clerk, library aide, technician)
☐ professional (including information specialist, librarian, media specialist, etc.)
☐ trustee (including advisory committee, library committee, etc.)
☐ volunteer (including student assistants, etc.)
☐ other (describe): _____
- _____

23. What is your educational background? (check one):

- ☐ less than high school
☐ high school diploma
☐ associate - some college Major _____
☐ BA or BS Major: _____
☐ MA or MS Major: _____
☐ Other (describe) _____
- _____

24. How long have you been associated with library work?

_____ years

25. How many hours each week are involved in library related work?

_____ hours/week

26. Do you feel that information about continuing education opportunities in your area is (check one):

- ☐ readily available
☐ somewhat available
☐ mostly unavailable

27. How do you find out about library continuing education opportunities?
(check as many as apply):

- ☐ from professional and trade publications
 - ☐ from mailings and brochures
 - ☐ from Options (state library)
 - ☐ from local newspapers
 - ☐ from your library
 - ☐ from co-workers and friends
 - ☐ other (describe): _____
-

28. How much advanced notice must you have to participate in a continuing education experience?

- ☐ one week
- ☐ two weeks
- ☐ four weeks
- ☐ eight weeks
- ☐ twelve weeks or more

29. Which of the following activities do you feel is appropriate for the SPACE Council:

- ☐ identifying continuing education needs
 - ☐ disseminating information on continuing education opportunities
 - ☐ sponsoring continuing education opportunities
 - ☐ arranging credit for continuing education experiences
 - ☐ raising awareness of continuing education benefits
 - ☐ other (describe): _____
-

30. What effect has your previous continuing education experience had on your present job performance?

- ☐ greatly improved performance
- ☐ somewhat improved performance
- ☐ has had little effect on performance
- ☐ has had no effect